



## **Benchmarks for the Self-Evaluation Modules**

The labour market situations, the courses for unemployed people as well as the approaches to adult learning varied extensively in the participating countries. In order to create some kind of comparability we have designed a common set of benchmarks according to which the specific focusses of the national modules could be discovered.

A detailed description of each country module against the following benchmarks can be found in the scientific report which is provided under the Self-Evaluation Project information on [www.biat.uni-flensburg.de](http://www.biat.uni-flensburg.de) or on the CD-Rom in this handbook. Nevertheless we provide the benchmarks in their original setting in this handbook because we regard them as potential frame for teachers and trainers who want to create their own module for self-evaluation of non-formal personal competencies, possibly through using the presented national modules as incentives.

- I) Activities are focused on needs of individual participants
- II) Activities encourage self-reflection
- III) Activities develop participant's self confidence
- IV) Activities encourage participants to explore different opportunities for future actions
- V) Activities encourage participants to explore opportunities and resources in their communities
- VI) Activities develop methodological competencies
- VII) Activities develop social competencies
- VIII) Activities develop learning competencies
- IX) Activities develop competences related to attitudes and values
- X) Activities encourage participants to reflect on skills and knowledge they have acquired through formal education and training
- XI) Activities encourage participants to identify skills and competencies which are not formally documented or acknowledged
- XII) Activities encourage participants to consider ways in which they can develop their future content and subject related competences
- XIII) Activities encourage participants to consider the different contexts in which they can gain new competencies and knowledge
- XIV) Timing of activities is flexible
- XV) Participants can pursue activities at own pace
- XVI) There are alternative pedagogic approaches according to learner needs and styles
- XVII) Teachers and trainers receive training before supporting self evaluation activities
- XVIII) Teachers and trainers themselves undertake self evaluation activities prior to supporting others